DOCUMENT RESUME

ED 319 470 JC 900 321

TITLE	1990-1993 Long Range Plan: Pennsylvania College of Technology.
INSTITUTION	Pennsylvania Coll. of Technology, Williamsport.
PUB DATE	Jul 90
NOTE	66p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	College Administration; College Instruction; *College Planning; Community Colleges; Core Curriculum; Curriculum Evaluation; Institutional Characteristics; *Long Range Planning; Mission Statements; *Organizational Objectives; *Program Development; Student Needs; Student Personnel Services; Two Year Colleges
IDENTIFIERS	*Strategic Planning

ABSTRACT

This long-range plan was developed for the Pennsylvania College of Technology (Penn College) to strengthen and emphasize the college's strategic orientation and participation in the governance system. The plan is divided into seven major sections. The first section defines long-range planning, discusses its use at Penn College, and explains the structure and intended use of the college's long-range plan. The second section presents Penn College's statements regarding college philosophy, mission, and vision; outlines the major institutional initiatives planned for 1990-91, and offers an overview of the college and its environment. The third section reviews goals and tasks related to credential standards, curriculum portfolios, student objectives, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business and industry training. Next, a section on student support discusses goals and tasks pertaining to student recruitment, retention, part-time non-traditional students, matriculation, student life, and student services. The next section focuses on academic support, listing goals and tasks related to the program development process, program evaluation, staff development, media and computer use in instruction, and general academic support services. The sixth section covers institutional support goals and tasks related to executive management, budget and finance, human resources, the physical plant, general administration and logistical services, and quality assurance. The final section on public service reviews goals and tasks related to technical consultation and enrichment programming. (WJT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319470

1990-1993 Long Range Plan

Institutional Research and Planning
Long Range Planning Committee, Internal Governance System

July 1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Slotnick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 900 321

Pennsylvania College of Technology
One College Avenue
Williamsport, PA 17701

Phone 717-326-3761

BEST COPY AVAILABLE

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Definition of Long Range Planning	1
Long Range Planning at Penn College	1
Structure and Use of the Long Range Plan	3
PHILOSOPHY, MISSION, AND VISION STATEMENT	5
College Philosophy Statement	5
College Mission Statement	5
College Vision Statement	6
Major Institutional Initiatives for 1990/91	7
The College and Its Environment	8
GOAL AREA, GOAL, AND TASK STATEMENTS	11
INSTRUCTION	11
Standards for Credentials	11
Curriculum Portfolio	13
Student Objectives	16
Outcomes Assessment	16
Foundation Skills	17
Lifelong Learning	18
Instructional Delivery and Management	19
Noncredit Programming	21
Business and Industry Training	22
STUDENT SUPPORT	24
Student Recruitment	24
Student Retention	27
Part-time Nontraditional Students	29
Matriculation	30
Student Life	32
Services for Students	33
ACADEMIC SUPPORT	35
Program Development Process	35
Program Evaluation	36
Staff Development	37
Media and Computer Use in Instruction	37
General Academic Support Services	39
INSTITUTIONAL SUPPORT	41
Executive Management	41
Budget and Finance	43
Human Resources	44
Physical Plant	47
General Administration and Logistical Services	51
Quality Assurance	55
PUBLIC SERVICE	57
Technical Consultation	57
Enrichment Programming	60

INTRODUCTION

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to best use resources available and set actions to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals which will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the institution can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of tides, winds and storms. With strategic planning, the ship clearly has a captain. The captain is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1990-1993 is to communicate the Long Range Plan, to create a shared vision and purpose for Penn College by all Penn College staff.

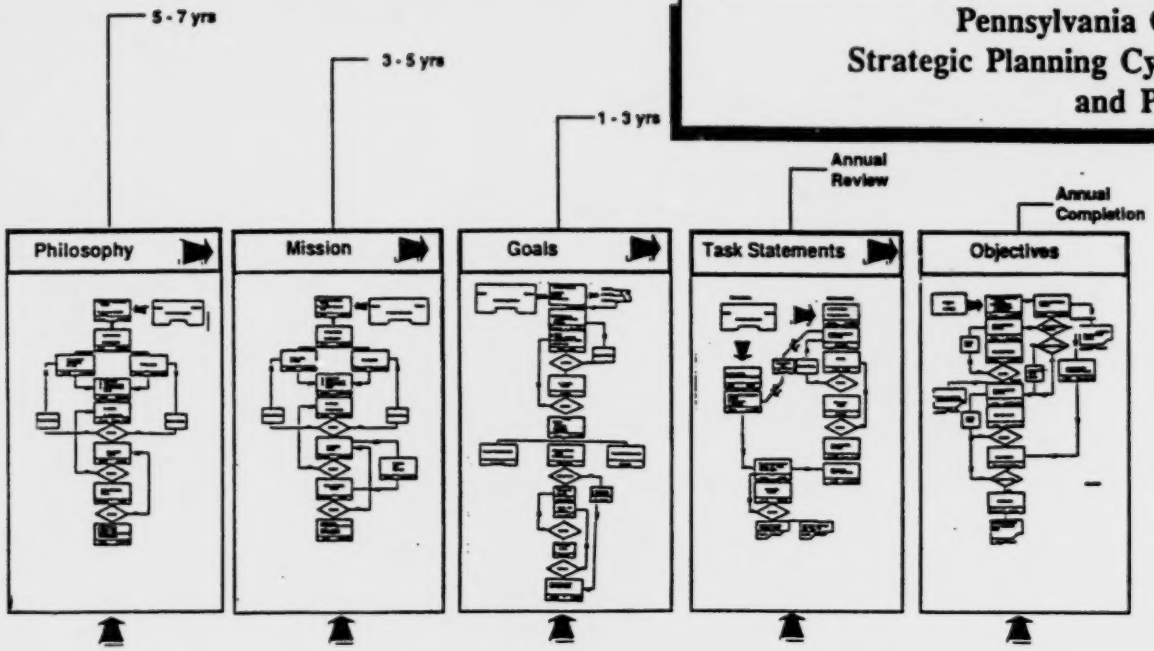
Long Range Planning at Penn College

Penn College recently enhanced its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The chart on the following page describes and synthesizes the elements of this strengthened process.

The strategic orientation is incorporated through a plan to use external as well internal data to orient and guide the long range plan. In order to base the planning process upon factual information, the direction of the planning process and documents was placed within the Office of Institutional Research. That office thus became the Office of Institutional Research and Planning.

Participation of the Governance System occurs in two principal ways. First, one of the five formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of the Long Range Plan. Among their responsibilities, each Governance Committee must approve changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be approved by the College Council, which is broadly representative of the entire college.

Pennsylvania College of Technology
Strategic Planning Cycle: Relationship of Components and Processes



Planning Cycle (Time)

Hierarchical Component

Research and Evaluation

Internal Audit
Enrollment Reports
Leaver Survey
Non Matriculant Survey
Graduation Survey
Long Term Budget

C.I.R.P. (Freshmen survey)
Enrollment Projections
Special Projects

External Assessment
Employment /Economic Trends
Demographics
Program Needs Assessment
Legal, Social & Environmental Issues
Federal/State Policy

- Strategic Planning Source Book (Director of Institutional Research and Planning / Aug. - Apr.)
- MBO Plan (All A.P.T. / May - July)
- Major Institutional Initiatives (President, Area Deans / Apr.)
- Annual Plan of Operation (President & Area Deans / Apr. - July)
- Strategic Long Range Plan Cumlative Update (D.I.R.P. / Apr. - Aug.)
- Strategic Long Range Plan (Director of Institutional Research and Planning / Apr. - Aug.)

Planning Outcomes
(Includes area of Responsibility & Timeframe)

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories, which subsume all college goals and activities. As illustrated on the previous page, the philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by Deans and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the college.

As part of the annual operational planning process, college administrators consult the Long Range Plan and the list of major initiatives to set objectives for the coming year. This is how the Plan is actualized.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and in the subsequent year removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant rollover of task statements will insure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission, and Vision Statements are provided. Goals and tasks are organized within goal area. Five goal areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support (AS)
Institutional Support (IS)
Public Service (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric indicator for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1989 to June 30, 1990. When appropriate, future strategies for achieving the task are included.

Text that is identified with a * indicates action that was taken by the Long Range Planning Governance Committee or other committee and College Council.

Task statements that have been removed from the list of active tasks will be archived in a supplemental document next year. They remain in the body of the Plan this year to permit reporting of 1989/90 achievements and accomplishments in the Status Report.

PHILOSOPHY, MISSION, AND VISION STATEMENT

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related institution and as an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of programs with a strong heritage of and continuing emphasis on two-year vocational and technical education. Pennsylvania College of Technology has authority and intent to develop and provide educational opportunities beyond two-year progamming. The College is a statewide focused institution with Northcentral Pennsylvania being a primary service area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

* quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses
* educational programming related to economic and employment realities

* additional and enriched career options through continuing and new cooperative projects with industry, business, professions, government, and other educational institutions
* comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety
* opportunity to develop skills needed to enter and succeed in programs
* continuing opportunities to extend and upgrade skills, knowledge, and interests
* quality vocational and technical programs and services for area secondary students as institutionally feasible
* support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation, and counseling, as well as instruction
* opportunities to develop personal, social, and cultural dimensions.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

College Vision Statement *

The Pennsylvania College of Technology will be the premier educational institution integrating applied and emerging technologies with human needs to build a better future.

* The vision statement is subject to further review by President's Council and College Council.

MAJOR INSTITUTIONAL INITIATIVES FOR 1990/91

1. Update the College's Facilities and Site Master Plan.

2. Implement institutional activities to support increased use of instructional technology including securing and implementing Title III support.

3. Implement the Stage IV Building Program including new construction of the Campus Center and Aviation Center as well as acquisition of replacement General Services Center.

4. Upgrade the College's computer system.

5. Prepare for the Middle States Reaccreditation Visit to occur early in 1992.

6. Negotiate a multi-year agreement effective August 1991 between the College and the Penn College Education Association.

7. Design a program of student outcomes assessment.

8. Develop new educational programs including baccalaureate degrees.

9. Continue the College's educational program review initiative.

10. Update the College's Marketing Plan.

11. Continue to position the institution as a major technology transfer center and non-credit resource for business and industry.

12. Renovate the Capitol Theater as a Community Arts Center.

13. Conclude initial articulation procedures with Pennsylvania State University.

14. Implement a systematic program of leadership development for faculty and staff.

15. Continue coordination and staff development activities associated with the Penn State merger.

16. Implement a program of increased compliance with governmental regulations regarding recycling.

17. Develop a plan for long-term institutional growth from an enrollment, facility and support services perspective.

18. Complete the phase-down of the Parkes Vocational Technical Program.

19. Improve general education programming to maximize benefits to students in two-year career and transfer programs and future four-year programs.

THE COLLEGE AND ITS ENVIRONMENT

Strengths

The College emerges from 48 years as a technical institute and a community college into the decade of the 1990's as a new institution with the most stable governing base in its history through the merger with The Pennsylvania State University. A massive 10 year effort has resulted in new facilities and state-of-the-art equipment which support a curriculum portfolio emphasing both the new and emerging technologies and an expanding presence in the liberal arts. The College has a committed faculty and staff. It has enjoyed three consecutive years of substantial enrollment increases and is embarking on a major facilities construction program that will provide instructional and support service improvements.

Weaknesses

1. An overdependence upon part-time faculty in some areas, the reduction of which has been a major institutional initiative for the 1990/91 academic year.

2. Ability to attract experienced/qualified instructional staff and other selected personnel enabling the delivery of high-quality opportunities relating to current and future educational initiatives, particularly in the emerging technologies.

3. Defining cost-effective, but rational workloads and expectations, particularly those relating to instructional planning and delivery.

4. The need to expand institutional assessment of and focus upon actual delivery and improvement of instruction.

5. The need to build upon improvements already made in the accounting and inventory systems of auxiliary enterprises.

6. Lack of student recreation and support service space on campus (to be addressed through the Stage IV Building Program).

7. Lack of sufficient academic programming in the arts and humanities (to be enhanced through both curriculum development and facilities additions associated with the Stage IV Building Program).

8. Lack of an internal leadership development program that would identify potential talent and provide these qualified and interested staff members with the opportunity to acquire the necessary skills to advance to positions of greater responsibility within the institution.

9. Challenges to effectively market individual programs and initiatives within a broad-based marketing effort.

10. Insufficient fit between the background expertise and credentials of current faculty and staff and the potentials for new initiatives.

11. Difficulty in focussing administrative and faculty attention on priorities due to:
    A. continuously rising expectations
    B. a large number of competing high priorities
    C. insufficient incentives to attract participation in special/ priority initiatives

12. Gaps in communication resulting from dramatically increased pace and scope of College operation.

13. The need to capitalize upon opportunities to use the large data base that we presently collect and maintain.

14. The need to expand programmatic and facilities planning to accommodate what appears to be an increasing degree of prospective student interest.

Threats

1. The year 1990/91 is the first of a projected three-year 18 percent decline in high school graduates in the College's immediate service region.

2. The failure of state and federal government funding to provide for sufficient college and student support.

3. The difficulties in compliance with government regulation in such areas as recycling, hazardous wastes storage and disposal, worker safety, and drug-free work place, coupled with a need to develop creative strategies for alternative operations in areas such as these.

4. The challenge of meeting demands to maintain and improve the physical plant as related to enrollment growth.

5. The challenge to maintain state-of-the-art instructional equipment.

6. Limitation in the faculty salary structure flexibility which restrict the College's ability to respond to specific opportunities.

7. Inadequate salary incentives to attract highly qualified APT leadership and mid-level staff a situation accentuated by an attractive faculty per diem rate which produces disincentives for talented faculty to consider assuming administrative responsibilites.

8. The challenge to continue to provide the quality educational experience required to preserve present market advantage.

9. Meeting the demands caused by institutional growth without sacrificing the quality and extent of existing services and instruction.

10. Occasional differences between the College's visionary approach and the regional perceived needs and predispositions frequently maintained by local officials.

Opportunities

1. An enhanced interest in the College at earlier stages by better prepared and more committed perspective students.

2. A growing potential for the College to be a premier provider of lifelong learning in the technical fields including instruction and business/industry development through technology transfer.

3. The potential for re-positioning unused sabbatical funds to develop faculty who have not yet met minimum years of service requirements or development of APT staff.

4. The developing need for highly skilled technician-level workers, a niche for which we are competitively positioned.

5. The potential for international exchanges of students and faculty due to the College's technology emphasis.

6. Maximizing the benefits of the expanded credibility accompanying our new name affiliation and wider service area developed through the PSU merger while still maintaining instructional uniqueness and institutional autonomy.

7. To contribute to the quality of life for our community and region through performing arts initiatives.

8. To build on existing strengths through improved College-wide systematic planning and use of computing resources.

9. To extend educational services through developing and offering baccalaureate programs in selected fields, building upon the existing centers of curricular excellence, and based upon demonstrable need.

10. Programmatic and enrollment growth potential through the development of satellite facilities and services in such areas as the federal prison system, Pennsylvania Blue Shield, Industrial Park, IBM, and the North Campus.

11. To build upon existing expertise in instructional technology to broaden educational services to other geographic areas and client groups.

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- o Assessing the academic, occupational, avocational, social, and cultural needs and interests of each student or client
- o Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- o Exploring and using different approaches and innovation in instructional delivery
- o Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- o Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

Goal

I-1 Standards for Credentials

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- o Differentiation between degree, certificate, and competency credential (or other short-term credential)
- o Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- o Defined core requirements to be applied to all programs within a particular credential.

Tasks

I.1.1 The College will complete development of core competencies for College degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1990

Detailing of the mathematics competency continued throughout the year. The Integrated Studies Division offered three new/revised math courses: MTH 501 - Career Mathematics, targeted for program requiring a minimum-level mathematics course, and MTH 503/504 Technical Algebra and Trig I and II. In assisting in the review of these courses, a sub-group of the Academic Standards and Issues Committee designed a conceptual paradigm defining required breadth or depth in instruction needed for a course to meet the spirit of the core competencies requirement. This paradigm was applied to assist in review of a proposed replacement for MGT 111 - Business Mathematics. The paradigm suggested modifications in a proposed revision of MGT 111. As of mid-April, 1990, an interdivisional committee including business and computer faculty and mathematics faculty is developing a mutually acceptable proposal for a course (currently envisioned as MTH 502) to replace MGT 111 in curricula requiring the course and to qualify as meeting the mathematics core requirement.

Academic Standards and Issues Committee indicated during the year that similar analysis and clarification is needed within other core competency areas both to serve as a catalyst for course development and as a criteria by which to assess courses proposed as meeting core requirements. Such refinement should continue in 1990/91.

Extensive foundation work was completed to define core requirements for potential baccalaureate degrees. A faculty-based committee developed an initial proposal which was revised and refined by Academic Affairs Deans and Division Directors. Academic Standards and Issues has reviewed the proposal and is monitoring the broader review process. As of mid-April, the proposal is being reviewed on a College-wide basis through Academic Dean meetings with faculty groups, open forums, and surveys.

I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Status Report 1990

Development of a keyboarding procedure to be added to the existing placement testing procedures is underway. This test will complete the assessment process and allow for placement into the proper course to meet the computer requirement of the core.

I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Status Report 1990

Competency credential definition has been finalized. Baccalaureate degree definition is in progress, with review continuing into the remainder of the 1990 calendar year. Specific attention to defining certificates has not been undertaken.

Goal

I-2 Curriculum Portfolio

Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified community needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Tasks

I.2.1 The College will complement its instructional degree programs with strengthened credit and noncredit courses, seminars, workshops, and personal development initiatives.

Status Report 1990

The Technology Transfer Center was established during 1989/90 as a primary vehicle for offering projects, seminars, workshops, and training for business and industry. Beginning in 1990/91, the TTC will be the primary deliverer of non-credit programming.

Due to the loss of State reimbursement as the College shifted from community college status to an affiliate of Penn State University, non-credit administration and programming was restructured during the 1990/91 budget preparation cycle. Fire training, emergency medical services training and virtually all avocational programming which were formerly cost effective were substantially eliminated since tuition income was insufficient to support the courses and administrative overhead.

Non-credit programming related to specific divisions' primary focus (other than business/industry training courses) were transferred to the academic instructional divisions. The former Director of the Center of Lifelong Education will adopt new responsibilities which will include facilitating design, advertising and administration of such initiatives.

I.2.2 The College will provide quality instructional occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Status Report 1990

Program quality was affirmed through external accreditation reviews of the following programs:

Dental Hygiene
Forestry

Program Review System, finalized and piloted during 1989/90, will provide new resourses for assessing success in this area and guiding program improvements.

During 1989/90, the following program portfolio modifications were made:

New Programs:
Arboriculture (AO)
Automotive Service Management (AS)
Automotive Engineering Technology (AE)
HVAC Design (HD)
Microcomputer Specialist (MS)
Computer Science (CU)

Revised Programs (Major):
Diesel Technician (DC)
Diesel Technology (DD)
Business Programming (BP)

Deleted/Replaced Programs:
Diesel Mechanics

Course Revisions:
MTH 503 (replaced MTH 500) - Technical Algebra and Trigonometry I

New Courses:
MTH 501 - Career Mathematics
MTH 504 - Technical Algebra and Trigonometry II
HUM 123 - American Indian Perspectives
GEO 111 - Introduction to Cultural Geography

Revised Programs (Minor):
Architectural Technology (AT)
Dental Hygiene (DH)
Surgical Technology (ST)

Course Deletions:
MTH 203 - Statistics with Computer Methods
CSC 118 - Fundamentals of Computer Science

I.2.3 The College will provide quality instructional courses and programs which provide students with content, skills, and learning strategies to succeed in continuing academic study and lifelong learning.

Status Report 1990

The College continues to provide developmental instruction for students needing such support. Implementation of the computerized developmental course scheduling as part of the Graduation Audit System and the automatic scheduling of new students, including developmental courses, reinforces the commitment to the building process in continuing academic study.

I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Status Report 1990

Primary attention to this task was focused through components of the baccalaureate degree proposal. This proposal gives increased attention to interrelating liberal arts study and career major courses. The Academic Deans/Division Director proposal suggests inclusion of an Interdisciplinary Technology course designed to forge linkage between technology and its impact in social, economic and political arenas. The proposal also suggests senior-year capstone projects required for all baccalaureate graduates, in which students will be required to integrate material from a range of courses and content areas through a practical project. Attention to this task was also included in development of new program and program revision proposal.

I.2.5 The College will investigate strategies for expanding the international dimensions of the curriculum.

Status Report 1990

Through implementation of the Business and International Education Grant, five student colloquia have been delivered, each attended by over 100 students, an International Business Series has brought four nationally recognized speakers to business audiences, faculty have been professionally developed through attendance at seminars and

courses, half of a faculty sabbatical was devoted to international education staff development, an advisory committee has been formed, modules are being developed in business, general education, and technology courses, two internships in industry will occur this summer, and a needs assessment survey will be completed during summer 1990.

The continuation grant application was developed and submitted. Approval is pending.

Goal

I-3 Student Objectives
Consistently identify the objectives of students and clients who come to the College for educational services and focus instruction on those objectives.

Task

I.3.1 The College will develop means for collecting, recording, and sharing with relevant College units the educational objectives of students and clients in order to assist in focusing instruction on these objectives.

Status Report 1990

The College collects educational objectives from all students as a part of the admissions application process. In addition, this information is collected and disseminated through the Cooperative Institutional Research Profile which was administered Fall 1989.

* By vote of of the Student Affairs Committee and College Council, Task I.3.1 was removed from the list of active tasks and requires routine maintenance.

Goal

I-4 Outcomes Assessment
Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

Task

I.4.1 The College will establish systems for evaluating students' and clients' attainment of instructional objectives.

Status Report 1990

The Competency Credential proposal priority approved by College Council and the President was reviewed by President's Council and is scheduled to be shared as an information item to the Board of Directors. The Competency Credential will provide a pilot for systematic definition and assessment of students' competencies. Program proposals will have to specify target competencies in detail and students will need to competed a terminal competency assessment through examination, performance, or portfolio.

Partly through participation in a National Endowment for the Humanities grant in Spring 1990, Integrated Studies faculty have developed a task list and timeline to develop interdisciplinary humanities courses, a visiting scholar program and related initiatives which will enrich alternatives for students to develop core competency skills.

Through the external accreditation process, the College can assess the attainment of student and program goals. The licensure or registration process found within a number of programs provides another means of documentation for student attainment of instructional objectives.

The Program Review process was piloted this year. Modifications were made to the system and the review process will begin its regular cycle next year with Program Scans produced in January and Program Reviews completed by June.

Goal

I-5 Foundation Skills

Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

Tasks

I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Status Report 1990

The test/advise/schedule process continues to be the major vehicle for student assessment. Computer trapping mechanisms were put in place to ensure that all students complete developmental requirements in a timely fashion. The ACT 101 Program provided ongoing academic support for

educationally and economically disadvantaged students. A substantially expanded Orientation Program assisted the matriculation of new freshmen in both Fall and Spring semesters.

I.5.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Status Report 1990

While no specific action was undertaken to meet this task, several activities will support the delivery and assessment of systematic problem solving. The new format for course syllabi will require the identification of problem-solving skill delivery within courses. The assessment initiative, resulting from the College's participation in a FIPSE project on outcome assessment at Alverno College in Wisconsin will also support the assessment of problem-solving skills and the use of self-evaluation as a mechanism for lifelong learning.

The primary focus of outcome assessment rests on the course level. Academic Standards and Issues defined the need for additional future attention to problem solving competencies. Additional efforts toward accomplishing this task were integral to the baccalaureate degree proposal. The proposed senior-year capstone course mandates demonstration of problem solving and integrative skills.

Goal

I-6 Lifelong Learning
Provide educational programming which supports learning as a lifelong activity and helps a broad range of citizens, agencies, and businesses respond to a changing world.

Tasks

I.6.1 The College will assess on a division-by-division basis the comprehensiveness of its instructional programming in terms of its support for lifelong education. This includes assessing the extent to which content instruction is integrated horizontally with other existing learning opportunities (professional organizations, libraries, on-the-job learning, etc.) and integrated vertically through articulation with prior related educational training and other advanced training which may follow sequentially after specific components offered by the College.

Status Report 1990

Recent Academic Affairs reorganization brings credit-instructional divisions increased responsibility for nurturing non-credit instruction. This modification will assist in strengthening horizontal articulation. New systems involving partnerships between internal and external organizations will need to be developed to organize, fund, and implement the range of lifelong education (credit, non-credit, and professional development) services.

Horizontal and vertical integration linkages between instructional programs and external organizations continued to develop. Examples of horizontal integration include the close relationship between Industrial Technology and the local Society of Manufacturing Engineers, the Landscape/Nursery Management program's relationship with the Pennsylvania Nurserymen's Association, and the Legal Assisting program's relationship with the Lycoming County Bar Association.

Evidence of vertical integration is found in the articulation agreements in existence between individual programs and a number of four-year institutions, by the specific articulation agreements being developed with Penn State and certain CES campuses, and with programs seeking to meet standards of accrediting bodies such as A.B.E.T.

I.6.2 The College will modify programs and services for a wide variety of ages and needs to strengthen its role as a deliverer of and catalyst for lifelong learning.

Status Report 1990

Three courses were developed and offered as part of the Governor's School of Excellence for science and technology in cooperation with BLaST Intermediate Unit.
Over 562 classes were conducted for preschool through adulthood during 1989/90.

Technology Transfer Center continues to provide an additional mechanism for training on a regular basis for adult students.

Goal

I-7 Instructional Delivery and Management
Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

Tasks

I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Status Report 1990

Staff development programming during May 1990 included a session on performance testing techniques.

A sabbatical was funded in Fall 1989 for a faculty member in history to develop a course on science and technology. The course will be interdisciplinary and will use instructional technology to enhance learning.

The Title III proposal will allow faculty release for the development of instructional materials to support comprehensive interrelated skills and other core competencies.

The New Teacher Workshop assisted new faculty in developing teaching skills to integrate abstract concepts such as problem-solving into classroom instruction.

I.7.2 The College will support development and implementation of instructional delivery innovations which:

- o Increase response to varied learning styles
- o Broaden time schedule and location access to instruction
- o Increase student mastery of targeted competencies.

Status Report 1990

Major attention was given to development in this area. One faculty member, Dr. Daniel Doyle, focused his sabbatical on technology-based instruction (primarily hypertext approaches) which increases feedback to students. Technology-based instruction was also piloted in business courses by Mr. Dennis Williams.
Building on the 1989 unfunded Title III submission, a mixed constituency group developed a revised Title III proposal submitted in 1990 to support development of instructional-design-focused technology-based instructional systems at the College. The grant would support staff development, equipment acquisition, and production of instructional programming to respond to different learning styles and rates, broaden access to instruction and strengthen student competency mastery. A new Microcomputer Specialist position has been included in the 1990/91 budget to phase in this initiative and provide momentum even if the Title III grant is not funded.

I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students need.

Status Report 1990

The Title III proposal mentioned above is designed to strengthen regular evaluation and constructive feedback to students on their progress. Pilot instructional materials were developed by Dr. Daniel Doyle (who served on the Title III development team) through a major portion of his fall 1989 sabbatical focused on technology-based strategies to meet student and client objectives.

GOAL

I-8 Noncredit Programming
Offer non-credit avocational, continuing professional education, and certification experiences which relate to regular credit programming and which can be offered on a cost recovery basis.

Tasks

I.8.1. The College will expand programming for special interest groups including seminars, workshops, and short courses.

Status Report 1990

Seminars were offered for customer service representatives, small business owners, secretaries, middle managers, antique collectors, health professionals, and counselors.

Twelve AutoCAD software courses were offered.

Federal Aviaton Airman written exams (35) for private pilots and aviation mechanics were offered.

The Technology Transfer Center has broadened the number of projects, workshops, demonstrations, and seminars delivered to business and industry.

Thirty-seven courses to certify vehicle inspection mechanics were offered.

Four courses for the continuing education and certification of health professionals were offered.

I.8.2 The College will assess community needs and interests for noncredit courses and respond in a timely manner.

Status Report 1990

The Center for Lifelong Education and the Technology Transfer Center have surveyed and responded to community needs and interests through brochure and advertising distribution. Responses received generate a significant portion of new programming initiatives.

* By vote of the Long Range Planning Governance Committee and College Council, Task I.8.2 was removed in 1989 from the list of active tasks and requires routine maintenance.

I.8.3 The College will expand noncredit programming for the current student body.

Status Report 1990

Eight courses were offered to College students in cooperation with the Student Activities and Career and Advisement offices as part of the Orientation Program.

* By vote of the Long Range Planning Governance Committee and College Council, Task I.8.3 was removed in 1989 from the list of active tasks and requires routine maintenance.

Goal

I-9 Business and Industry Training
Provide for the training needs of businesses and industries on a customized basis.

Tasks

I.9.1 The College will establish criteria for evaluating customized training requests.

Status Report 1990

In the first full year of operations, the Technology Transfer Center has established procedures for assessing training requests, has implemented and has refined those procedures.

I.9.2 Prior to making the commitment, the College will identify human and financial resources necessary for providing customized training.

Status Report 1990

In the first full year of operations, the Technology Transfer Center has established procedures for assessing training requests, has implemented and has refined those procedures.

I.9.3 The College will facilitate technology transfer.

Status Report 1990

The Technology Transfer Center was fully implemented in 1989/90. As of mid-April 33 applied projects were pro-vided through TTC and 54 training courses or programs were provided. Total income for technology transfer services is predicted to exceed $200,000 for 1989/90.

College success in this arena was recognized by the College's being selected in April 1990 as a new member of AutoDesk Corporation's (owner of AutoCAD software) Alliance for Manufacturing Productivity and by the Dean of Academic Affairs, Dr. James Middleton, being selected as a presenter and forum chair on the topic of Creative Alliances with Industry for the League for Innovation in Community College's Leadership 2000 Conference in July 1990.

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

Goal

SS-1 Student Recruitment
Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

Tasks

SS.1.1 The College will refine the enrollment projection process to optimize accuracy and insure reliability of budget building.

Status Report 1990

* By vote of the Long Range Planning Governance Committee and College Council, Task SS.1.1 was removed in 1989 from the list of active tasks and requires routine maintenance.

SS.1.2 The College will develop an annual recruitment plan to optimize direct marketing of College programs to potential student groups.

Status Report 1990

The annual recruitment plan was developed by the Admissions Office. With the addition of a professional staff person, Admissions recruitment contacts exceeded 400 for the academic year. While the Fall 1989 semester was the most successful recruitment effort in the institution's history, Fall 1990 currently shows a 20 percent increase in student interest.

A substantial increase in the number of displaced workers attending the College was made possible by a combination of Project Choice career service activities and sponsorship through the Trade Adjustment Act. Over 100 displaced workers are furthering their education at the College this year through a combination of these two programs.

In an effort to continue our close working relationship with area vocational technical schools, the Advanced Placement Manual was revised and distributed, and articulation certificates were prepared and distributed for participating institutions.

* By vote of the Student Affairs Committee and College Council, Task SS.1.2 was removed from the list of active tasks and requires routine maintenance.

SS.1.3 The College will develop strategies on a programmatic basis for attracting nontraditional students.

Status Report 1990

Four Career Service programs operate to attract nontraditional students to the College. These include New Horizons for single parents, Career Exploration for Nontraditional Occupations for secondary students, Vocational Diagnostic Services for individuals with handicapping conditions, and Project Choice for dislocated workers. In addition, the College joined with STEP, Inc and the Job Center to develop and inter-agency response team that would provide assistance to dislocated workers when plant closings occur in the area.

Open House activities, contacts with advisory committee industrial representatives, and cooperation between instructional areas and Student Services programs to support nontraditional students continue initiative to broaden student options.

The Automotive Service Management program approved during 1989/90 offers a technical program option leading to employment in a segment of the technical field which comparatively hires more females.

Additionally, the Competency Credential has been developed to serve the nontraditional market of business and industry and currently employed individuals seeking to upgrade their skills in a technological field.

SS.1.4 The College will define and enhance the role of all staff in the recruitment retention process.

Status Report 1990

A new system for student touring the institution was put in place in Fall 1989. This allowed a substantial increase in the number of students who toured the institution and afforded staff the opportunity to concentrate their efforts during pre-selected time slots. This prevented touring from being a disruptive feature for faculty.

Counselors continued to work with students through the academic probation process. Project Success served 148 students during the Fall and anticipates an even larger enrollment for Spring term. This program assists students in developing appropriate college-level academic skills. The Tutoring Center had recorded an increase in student utilization. This is especially true of the Computer Laboratory which currently attracts more than 1,000 per month.

SS.1.5 The College will employ most forms of market research to make recruitment decisions.

Status Report 1990

The Admissions Annual Report provides a detailed description of the demographics of the entering freshmen class. This is employed on a frequent basis in making marketing and recruiting decisions.

In addition, the College participated for the first time in three years in the Cooperative Institutional Research Profile. This survey provides a detailed report on entering first time, full-time, freshman students which is normed nationally as well as by institutional type.

*Fiscal note: $1,500 per year for C.I.R.P.

* By vote of the Student Affairs Committee and College Council, Task SS.1.5 was removed from the list of active tasks in Spring 1990 and requires routine maintenance.

Goal

SS-2 Student Retention
Expand retention practices that enhance student opportunities for academic success.

Tasks

SS.2.1 The College will implement the graduation audit system to facilitate student record operations and expand available information.

Status Report 1990

The Graduation Audit System is in its second year of operation. It has reduced the number of students who expect to graduate, but find themselves ineligible by providing the student with a profile of progress to date as well as remaining courses to be taken in completion of a program. The system was enhanced this year to provide trapping mechanisms for students who have not completed developmental requirements. In addition, the system now automatically produces a schedule for a new student within certain pre-defined parameters.

SS.2.2 The College will expand the use of academic alerts and concomitant intervention strategies to enhance student opportunity for academic success.

Status Report 1990

The Midterm P/D/F system continues to be the College's major academic alert mechanism. The Tutoring Center provided assistance for students in both technical and support courses and averaged more than 2,000 contacts per month throughout the current academic year. Through the probation process, an individualized academic prescription was developed for each student who failed to make satisfactory academic progress. In addition, Project Success enhanced the study skills of approximately 350 students throughout the academic year.

The College provided orientation sessions that specifically targeted academic resources and intervention strategies for students. Math Science Anxiety Workshops were again offered for all students.

SS.2.3 The College will expand the academic support programs for selected student groups.

Status Report 1990

The ACT 101 COPing Program served 175 students, 30 of whom were enrolled in a summer preparatory program. A combination of College resources and the Disadvantaged Vocational Program provided tutoring services for an excess of 17,000 students throughout the academic year. Project Success and Math Science Anxiety Reduction Programs operated as previously discussed.

SS.2.4 The College will provide support for special needs populations in the student body.

Status Report 1990

Service projects for special populations included the following grant funded projects:

Single Parents	$ 59,959
Disadvantaged	178,507
Handicapped	47,598
Sex Equity	44,983
ACT 101	102,000
Veterans Outreach	1,234
Total	$434,281

SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Status Report 1990

The Developmental Studies Task Force is currently in the process of reviewing the appropriateness of placement tests and cut-off scores as well as the testing conditions for students. The group is also examining the appropriate delivery strategies for developmental coursework. A report is expected by the end of the academic year.

In addition, the Developmental Studies trapping mechanism has been implemented and ensures that students take their developmental requirement in proper sequence. A pilot program for restricted admissions has been implemented in the Health Sciences Division as well as Electronics. Essentially the program ensures that students who have an appropriate developmental configuration will remediate their deficiencies prior to entering regular academic

coursework.

SS.2.6 The College will examine the need for expanded services to students with learning disabilities.

Status Report 1990

The Learning Disabilities Study Group has completed its report, and their recommendation has been approved by the Governance System. In brief, their recommendation calls for expanded services to learning disability students.

In July 1990, a staff position will be added to the Advisement and Career Services Office. This person will act as a staff development agent and resource person for the professional staff in dealing with learning disabled students.

*Fiscal note: Salary costs for L.D. Specialist position.

Goal

SS-3 Part-time Nontraditional Students
Expand educational opportunities and appropriate support services for part-time nontraditional students.

Tasks

SS.3.1 The College will seek to expand the special population outreach career service programs.

Status Report 1990

Special population outreach programs were addressed in part through some of the projects listed in SS.2.4. In addition, Project Choice for nontraditional students and Project PLACE for returning adult students assisted special populations in matriculation. The Inter-agency Response Team combined with benefits from the Trade Adjustment Act facilitated college study for a number of dislocated workers.

SS.3.2 The College will investigate the feasibility of dependent child care services for students and staff as an accommodation for present and potential student populations.

Status Report 1990

The child care issue was further clarified through action by the Child Care Committee, Student Affairs Committee, and College Council. While the exact operational format for child care services has not been determined, the College has made a commitment to providing child care

through inclusion of a child care facility in the design for the Campus Center. The design process for the child care facility was completed in April, and it is expected that remaining operational details can be concluded during the next academic year.

*Fiscal note: Construction and operation costs for center to be determined.

SS.3.3 The College will evaluate nontraditional student service needs and develop matching strategies for offering these services.

Status Report 1990

This task was met through the actions described in SS.2.4.

* By vote of the Student Affairs Committee and College Council, Task SS.3.3 was removed from the list of active tasks in Spring 1990 and requires routine maintenance.

Goal

SS-4 Matriculation
Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

Tasks

SS.4.1 The College will evaluate and revise as needed the test, advise, and schedule process.

Status Report 1990

The test/advise/schedule process was substantially reviewed throughout the past academic year. The major product of this review was the development of an automated scheduling mechanism that will substantially reduce the amount of faculty time, freeing advisors to

handle the more non-bureaucratic elements of the advising process. The automated scheduling routine was piloted during the Fall for a small number of Spring students and put into effect in April.

SS.4.2 The College will expand housing services to students both before and during enrollment.

Status Report 1990

Computer-assisted housing search was available to students on a continuing basis during the past academic year. In addition, the Housing Booklet was published prior to Open House which enjoyed the largest participation by area landlords. Through the office of College Activities, housing service seminars were conducted for students throughout the academic year.

The College has worked closely with major developers throughout the past year to facilitate their entry into the housing market. If all current projects come to fruition, the College will enjoy the services of over 1,500 additional housing slots that were unavailable to students in the Fall 1988.

In addition, the College has taken the position that, absent assistance from private enterprise, it will enter the housing market. In order to position the College for such an entry, an educational specifications team developed a housing plan specifications package in the event that institutional funds be diverted for student housing.

SS.4.3 The College will seek to expand the financial support mechanisms for students.

Status Report 1990

Twenty students received Pennsylvania College of Technology scholarships in the amount of $500. Eleven students were assisted through retention scholarships and loan forgiveness programs secured through contributions from business and industry. Loyalsock Township and Wellsboro School District continued a tuition subsidy program that benefited about 50 students.

The most significant action came through a Governance proposal which increased the amount of the application fee in order to generate additional scholarship money. The College is expected to substantially enhance its available revenue for scholarships through this action.

SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Status Report 1990

This task has been met in part through actions discussed under SS.4.1. The competentency assessment APCO Program continues to be the College's major vehicle for awarding articulation credit. As described in SS.1.2, efforts were made to visit a large number of area vocational technical schools to discuss advanced placement credit with students and to build upon the articulation agreements that currently exist with those schools.

SS.4.5 The College will improve prematriculation opportunities for remediation of deficiencies.

Status Report 1990

As described in SS.2.5, the Developmental Studies tracking schedule trapping system has been implemented.

Goal

SS-5 Student Life
Enhance the campus social and cultural life for students.

Tasks

SS.5.1 The College will improve mass communications between all campus segments.

Status Report 1990

A Communications Committee has continued to operate through the Governance System. This group has made a number of recommendations which have been incorporated in the design of the new student center. In addition, the College's Visitor's Guide was revised and republished. A committee is also in place that is reviewing the feasibility of re-instituting a campus newspaper.

The College currently collects local addresses from students during the test/advise/schedule process. Plans are currently underway to investigate the possibility of making this available through the computer system.

SS.5.2 The College will expand student activities for traditional and nontraditional student population.

Status Report 1990

Funded through a Disadvantaged Grant, the orientation coordinator trained a number of student leaders who led sessions during the two-day orientation period and on Welcome Day prior to the beginning of Fall classes. This group has remained active and is planning an enhanced Orientation Program for Fall 1990. A BACCHUS organization was instituted on campus. The Student Government Association (SGA) and other organizations were quite active sponsoring a number of student activities. SGA established a liaison relationship with Penn State University (Main Campus and Commonwealth Campuses). An Intercollegiate Athletics Committee met and presented its recommendation to the president. Intercollegiate athletics will be re-instituted at the College beginning in Fall 1990 with the employment of a part-time athletic director.

* By vote of the Long Range Planning Governance Committee and College Council, Task SS.5.2 was removed in Fall 1989 from the list of active tasks and requires routine maintenance.

SS.5.3 The College will develop added student space on the campus.

Status Report 1990

The Campus Center will add a substantial amount of student recreation and service space to the College. A Facilities Governance Committee was instituted to oversee all of the College's facilities. In addition, a number of activities described in SS.4.2 work to the advantage of students in the housing area.

* By vote of the Long Range Planning Governance Committee and College Council, Task SS.5.3 was removed in Fall 1989 from the list of active tasks as completed.

Goal

SS-6 Services for Students
Ensure that services for students are delivered in an efficient and effective manner.

Tasks

SS.6.1 The College will implement personnel and physical changes which will enhance the user friendliness of the campus environment.

Status Report 1990

Actions taken under SS.5.3 relate to the achievement of this task. The Student Government Association continued its initiative in providing services for evening students. They also provided coffee and donuts for students during Spring Late Registration.

* By vote of the Long Range Planning Governance Committee and College Council, Task SS.6.1 was removed in Fall 1989 from the list of active tasks and requires routine maintenance.

SS.6.2 The College will evaluate the possibility of obtaining local student addresses in an efficient and accessible manner to assist in individual student communication.

Status Report 1990

The College currently obtains local addresses for students and makes them available through the Office of Health Services. Making such addresses available through the computer system is currently under investigation.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

Goal

AS-1 Program Development Process
Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

Task

AS.1.1 The College will develop a revised program approval process and guidelines for the Curriculum Committee based on identification of core competencies and definitions of institutional credentials.

Status Report 1990

The Program Development and Approval Manual was completed during summer 1989 and used for the curriculum development process during 1989/90. Following the procedures established in the manual provided for a smoother process through the Curriculum Committee of Governance. The manual will be revised once more to incorporate minor modifications which became apparent during the use of the process during 1989/90.

AS.1.2 The College will develop and implement mechanisms for supporting identified curricular and/or core competency initiatives through modified schedules for faculty to facilitate individual or joint projects; release time for development of curricula, courses and/or instructional materials; or stipends for special projects. *

Status Report 1990

* This task statement was added July 1989.

The stipend funded projects for curriculum development that began during summer 1989 will be continued in summer 1990. Newly named Instructional Advancement Grants, faculty are permitted to apply for up to 40 hours of funding. $6,000 is available for funding during May/June 1990. Additional funding will be available for July/August 1990.

Faculty release time has been included in several grant applications, including the international business education grant and the Title III instructional Technology application. Funding on both of these grants is pending approval.

Special projects funded include curriculum development, course development, development of instructional technology projects, and preparation for accreditation.

Goal

AS-2 Program Evaluation
Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

Task

AS.2.1 The College will develop and implement a system for regular, planned evaluation of all College credential programs.

Status Report 1990

Eleven programs were evaluated during 1989/90. Subsequent to completing these evaluations, the process was evaluated and modified to improve the quality of the evaluation mechanism. The evaluation core questions and Program Scan were revised.

For the pilot, Program Scan was computed by hand. Plans have been made to computerize the production of Program Scan, including development of comparison groups and tests of significance.

Regular once-in-five-year program evaluation will be instituted beginning with the 1990/91 academic year.

Goal

AS-3 Staff Development
Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

Tasks

AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Status Report 1990

Staff development funds were allocated based upon a planned program of funding. Funded initiatives included new teacher pedagogy training, part-time faculty support, curriculum development, instructional technology, outcomes assessment, international business education, computer integrated manufacturing, learning disabilities, and substance abuse.

Title III proposal was resubmitted for a $2.5 million, five-year project which would strengthen instructional technology development and use on campus.

AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Status Report 1990

Faculty Evaluation Sub-Committee is in process of drafting proposal for faculty feedback to Division Director supervisors.

Goal

AS-4 Media and Computer Use in Instruction
Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

Tasks

AS.4.1 The College will assess on a program-by-program basis the immediate and long-term needs for media and computer support for the program and the program faculty to deliver services to meet student and client objectives.

Status Report 1990

An Institutional Computing Long-Range Planning Committee, including both Academic Affairs and Administrative Services staff, has worked through the year to begin drafting a plan for effective and efficient use of computers. An Academic Issues sub-group will complete focused assessment within the instructional arena.

The Title III proposal development assessed the need for computer-based instruction.

AS.4.2 The College will develop and implement a plan for meeting identified media and computer support needs.

Status Report 1990

The Institutional Computing Long-Range Planning Committee's Academic Issues sub-group will develop specific goals for instructional areas.

The Title III proposal development designed a systematic plan for developing faculty expertise, providing support services, and expanding computer hardware and software resources.

College participation in IBM's CIM in Higher Education Consortium provided priority hardware and software valued over $500,000 to support the instructional program and technology transfer initiatives.

AS.4.3 The College will develop and implement a plan for maximizing the return on investment in terms of College-wide computer hardware, software, and human resources involved in delivery of computer instruction and media and computer support services.

Status Report 1990

The Institutional Computing Long-Range Planning Committee has strengthened communication between Academic Affairs and Administrative Services to insure better return on investment. One sub-group is developing a detailed inventory of hardware and software resources; another is drafting a proposal for standardizing wordprocessing

software and support systems. Joint support for Administrative Services' shifting from an IBM S/38 unit to an AS/400 system was developed. This and proposed grant-supported acquisition of an AS/400 by Academic Affairs in tandem with an AS/400 acquired through the IBM CIM in Higher Education Consortium will enhance backup services, provide more uniform focus for programmers, and otherwise strengthen institutional computing.

Goal

AS-5 General Academic Support Services
Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

Tasks

AS.5.1 The College will identify and implement procedures which systematically catalogue and address staffing, fiscal, facility, and equipment needs necessary to provide quality services addressing student and client objectives.

Status Report 1990

Through the established procedures of the Coordinator of Educational Services, the College maintains an ongoing list of equipment, facility and staff needs. The ongoing or unmet needs are maintained according to capital, operating and salary needs. Continual reallocations are made as funds become available.

AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Status Report 1990

Annual review of syllabi takes place by the Division Directors. Faculty evaluation also contains elements of syllabi review.

AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Status Report 1990

In the calendar year ending December 31, 1989, the Foundation acquired gifts of equipment, cash and in-kind services valued at just over one half million dollars. Approximately $172,000 in cash was secured. Donations in equipment were received valued at just over $329,000. Since inception of the Foundation, gifts with a total valuation of $3.5 million have been secured (1982-1989.)

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning, and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

Goal

IS-1 Executive Management
Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

Tasks

IS.1.1 The College will address the conflict between responding to a wide range of needs and providing adequate focus and attention to high priority needs.

Status Report 1990

A revised mission statement has acknowledged the new authority and intent of the College to develop and provide educational opportunities beyond the previous two-year programming limitations. By necessity significant and broad-based institutional focus and attention will be required to implement this new component of College mission. A broad-based planning process to establish general requirements/parameters/implications of potential four-year degrees was initiated by Academic Affairs during Fall 1989 and is under current review by the College-wide Internal Governance System.

The Internal Governance Committees continue to identify institutional needs and are expanding their analysis and planning responsibilities resulting in more detailed recommendations for addressing needs and providing potential solutions.

Through a revision of the planning process, the College has better integrated the functions of long range planning, administrative operation, and budget development. This allows administrators to better identify key tasks and appropriate time and resources to their accomplishment.

IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Status Report 1990

Regular MBO review assesses Academic Affairs progress toward meeting student achievement goals.

IS.1.3 The College will develop a structured, well-defined comprehensive system for data collection, analysis, distribution, and application.

Status Report 1990

During 1989/90, Computer Services conducted two institution-wide surveys: An evaluation of campus wide computer-generated correspondence system needs; and the needs assessment of campus-wide printing/publishing. The second survey resulted in the establishment of the desktop publishing center. Staff development seminars for supervisory and secretarial staff on desktop publishing and all printing systems in use at the College were conducted.

Additional needs for data collection and analysis are completed for users on an ongoing basis.

IS.1.4 The College will establish support and reward structures which nurture nontraditional programming and entrepreneurial initiatives.

Status Report 1990

Permanent adjustments in base salaries were made within the Administrative, Professional, and Technical (APT) Salary System during 1989/90. These adjustments reflected entrepreneurial accomplishments by APT staff as well as revised salary ranges reflective of recent market surveys.

A significant increase of 29% in part-time/overload pay was implemented during 1989/90. An additional 10% increase is planned for 1990/91. These rate increases will provide additional incentive for regular and part-time employees to provide standard and non-traditional educational service.

A revised Title III project has been submitted which, if funded, will provide a number of support mechanisms and reward structures for faculty development of instructional technology for classroom and laboratory utilization.

IS.1.5 The College will develop systems to improve the linkage between Governance, the Long Range Plan, budget development, and executive management.

Status Report 1990

A new planning system was developed and implement beginning in Fall 1989. The system is designed to integrate the planning process, administrative activity, and Governance. The system ensures that Governance approval is secured prior to any changes in the Long Range Plan. In addition, a linkage between planning and budgeting is achieved through the attachment of the physical note for all tasks.

The Middle States accreditation process will be based upon the College's Long Range Planning efforts. This task was retired as completed on January 8, 1990.

* By vote of the Long Range Planning Governance Committee and College Council, Task IS.1.5 was removed in 1989 from the list of active tasks as completed.

Goal

IS-2 Budget and Finance
Provide fiscal resources required to deliver approved programs and services within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

Tasks

IS.2.1 * By vote of the Long Range Planning Governance Committee, Task IS.2.1 was modified as follows:

The College Board of Trustees and Administration will work with the Commonwealth and Penn State University to implement new affiliate status.

Status Report 1990

The affiliation was implemented as planned.

IS.2.2 The College will expand its multiple year enrollment projection process and budgeting process to a regular three-year process, including institutional assumptions and budget criteria based on variable conditions.

Status Report 1990

Enrollment projections developed by Student Services on a program-by-program basis were used in developing the College's projected revenue budget. Trends indicated by the enrollment projections were also used to evaluate the level of staffing and related costs.

IS.2.3 The Pennsylvania College of Technology Foundation, Inc., will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Status Report 1990

Last May's Golf Classic raised a record $36,501 for scholarships, including $15,000 from the corporate sponsor, Epson Computers, and a near record amount is expected from the May 1990 Classic. A total of $16,985 was added to the endowment fund in 1989 and, except for some ongoing fine tuning, the plan for a Sports and Recreation festival was completed. (The festival is to be held annually beginning in fall of 1991.) A new Foundation event--a benefit concert--was added in 1989, and is to recur this Spring.

Goal

IS-3 Human Resources
Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

Tasks

IS.3.1 The College will employ a Director of Staff and Program Development responsible for developing opportunities and implementing activities to develop effective, individualized staff development activities.

Status Report 1990

The Associate Academic Dean position has undertaken the responsibilities originally targeted for the Director of Staff and Program Development. This position will be supplemented by the newly proposed Director of Staff Development and Continuing Education.

Funding for staff development activities was doubled in 1989/90. Specialized on-campus programming was targeted to each employee group. Opportunities were expanded beyond the faculty staff development days to include programming during spring break, secretaries' week, and May term.

The application process for staff development funding, instructional advancement grants, and the retraining/upgrading loan fund were strengthened to assure equity and accountability. A new tracking system will permit evaluation of the distribution of funds based on type of worker, work area, and institutional priority.

The reorganization of Academic Affairs will establish a Director of Staff Development and Continuing Education who will be responsible for on-campus programming. Off-campus programming will remain the responsibility of the Associate Academic Dean.

IS.3.2 The College will conduct market surveys and evaluate results for Classified and Service positions.

Status Report 1990

The Markey survey occurs every other year. The 1989-90 year is an off year.

IS.3.3 The College will complete the update of all Administrative, Professional, and Technical positions and assess them using revised Administrative, Professional, and Technical assessment criteria.

Status Report 1990

New assessment criteria were adopted in late 1988; approximately 175 APT positions have been evaluated to date, with the remainder to be completed prior to July, 1990.

IS.3.4 The College will examine alternatives and enhancements to the College's current benefits package as a strategy for recruiting and retaining competent staff.

Status Report 1990

The College has now institutionalized continuous closure over a two week period for Christmas/New Year's (without assessing personal leave days); minor liberalization of CREF retirement options is expected by July 1; and Penn College tuition waiver benefit expected to be extended to part timers by Fall, 1990.

IS.3.5 The College will evaluate and develop appropriate recommended procedures for managing alternate faculty teaching calendar options which might strengthen opportunity for faculty training and continued education. Alternatives may include summer and/or overloads in one semester to build release time for pursuing staff development not possible during a full teaching schedule.

Status Report 1990

Provision for modified faculty work assignments (including alternate teaching calendar options) are available through provisions of the faculty Agreement and have been implemented. Modified work assignments have been primarily utilized (to date) to allow execution of non-teaching responsibilities (both educational and administrative) on a release time basis. Scheduling (of teaching) consideration has been the primary vehicle enabling faculty to pursue staff development objectives.

IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Status Report 1990

The first annual part-time teaching awards were awarded to three faculty for excellence in teaching by adjunct faculty. Integrated Studies and North Campus conducted an orientation for adjunct faculty.

A Handbook for Adjunct and Part-time Faculty, by Donald Grieve, was ordered and distributed (free of charge) to part-time faculty through the division offices.

North Campus has a pedagogy session each semester. Although not specifically oriented for part-time, faculty at the North Campus is almost totally part-time.

Institutional staff development funds have been used to support adjunct faculty staff development, albeit not a large amount. Part-time faculty requests are evaluated using the same criteria as full-time faculty. The only difference is the supervisor's assessment of the long-term commitment of the instructor and College to the individual's teaching this particular content. We have, however, been cautious in advertising the availability of these funds to part-time faculty.

An adjunct faculty member has been recruited and is being involved in the international business and technology grant.

On-campus programming on staff development days has been opened to part-time faculty. Attendance has been sporadic (maybe a total of five individuals), however, no one has been turned away who requested admittance.

Goal

IS-4 Physical Plant

Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment.

Tasks

IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Status Report 1990

The College routinely monitors plant operations through an active work order system. The work order system is used to schedule both preventive and corrective maintenance requirements at all campuses.

To ensure that changes and renovations are consistent with programmatic requirements, all requests for renovations are reviewed with the appropriate Division Director/staff prior to engaging in a project.

The Coordinator of Educational Services continues to work consistently with Division Directors to identify facility modification needs linked to existing facility conditions and to programming initiatives. As needs are identified, priorities are defined, with projects which have impact on delivery of instruction receiving the highest priority. For projects receiving initial affirmation, detailed needs are defined (using educational specifications for major projects). The Dean of Institutional Advancement coordinates large-scale projects.

IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Status Report 1990

Based on assessment of facility conditions and the long-term potential for programs supported by specific facilities, many individual projects were undertaken. Significant projects undertaken in 1988/89 included the following:

Detailed analysis of Earth Science Center facility status leading to purchase of furniture, roadwork, storage building, areas cleaned-up, painting, and general repair initiative. The number of service staff has been expanded to provide adequate support for maintenance at the facility. (COMPLETED)

Educational specifications and initial planning for a new Aviation Center. (COMPLETED)

Educational specifications and planning for a new Diesel/Service and Operation of Heavy Equipment facility to supplement the existing Earth Science facility and to allow for demolition of the existing Diesel building. (COMPLETED)

Air conditioning of Drafting, Architecture, and Computer Aided Design laboratories in the Lifelong Education Center. (COMPLETED)

Construction of new office and tool security area in the Diesel engine laboratory. (COMPLETED)

Planning and construction of an additional painting and drawing studio to support enrollment expansion in the Advertising Art program. (COMPLETED)

Expansion and supplemental locations for Architecture laboratories to support expanded instruction.

Educational specifications for reconfiguration of Welding laboratory to support emphasis on advanced technologies. (COMPLETED)

Completion of Plastics laboratory to full instructional status. (COMPLETED)

Identified need for 1990 expansion of masonry area to support continuing expansion of Carpentry programs in Construction Technology.

The College, through scheduled walk-through inspections or via written memoranda, monitors the facilities' instructional operations as they relate to physical plant operations. If a situation arises where changes in the physical plant will enhance a program or improve safety, the divisions are advised to develop a project for capital consideration.

With the increased use of the facilities, energy use has become a dominant factor for consideration in operational change.

IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Status Report 1990

Educational specifications for a new Aviation Center to replace the College's current Aviation facility at the airport were developed by the Transportation Technology Division. Those specifications are due to be completed July 1, 1990.

Division Directors, supported by faculty, monitor facility status and inform the Dean of Academic Affairs of needed action to support program delivery. In addition General Services staff conduct actual on-site inspection of all areas by the Division Directors and Deans. These inspections result in the preparation of work orders and/or renovation requests for repairs and reconstruction. Requests are reviewed with General Services, with minor needs addressed through that unit and with major needs reviewed and evaluated by the President.

A comprehensive assessment of facility deficiencies existent at the Earth Science Campus was completed in Spring 1989. Significant institutional commitment has been approved to remedy identified deficiencies during Summer 1989 and academic year 1989/90. (COMPLETED)

IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Status Report 1990

The College provided 250 to 300 additional parking spaces in the south west corner of the campus. A parking fee has been instituted to increase funds available for parking expansion and maintenance.

IS.4.5 The College will develop an online data base to meet requirements for physical facility inventory and space utilization as the profile of programs change across the campus. Within the structure of the program, a periodic update will be included.

Status Report 1990

During the Spring 1990 semester, a major review of categorization of space for the room utilization programming was completed. This resulted in a more acceptable set of definitions as well as a revision of the time period of utilization. Issues relating to control of various types of space were also resolved. In addition, the College completed an inventory of all physical spaces and a major space utilization study.

For classrooms, the most general type of College facility, projected needs for enrollments up to 5,000 FTE were made given current student demographic parameters. Spaces from the Center for Lifelong Education were reassigned to Academic Affairs, General Services, Administrative Services and Student Services. Finally, space allocations for natural science labs were reviewed, and contingency plans developed in order to provide sufficient science education spaces given the maximum enrollment of 5,000 FTE.

IS.4.6 The College will undertake the financing, planning, and implementation of the Stage IV Building Program to include a Campus Center, Residence Facility, Aviation Center, Technology Center for the North Campus, and other facility renovations and enhancements.

Status Report 1990

* By vote of the Long Range Planning Governance Committee and College Council, Task IS.4.6 was added to the Long Range Plan in January 1990.

The Stage IV Building Plan was presented to and approved by the College's Board of Directors on October 5, 1989. Financing was arranged through a bond issue approved by the Board in April 1990. The major project to be included was the College's Campus Center. Specification development for the Campus Center began in September and was concluded in April. In addition specifications were developed for the Aviation Center, and preliminary discussions were conducted regarding the advisability of a Technology Center for the North Campus. Property in the Industrial Park was acquired to relocate General Services.

The College exercised a purchase option to acquire the Capitol Theater and renovate it as a community arts center. This action took place in March 1990, and specification development began at that time to be concluded by the end of the academic year.

The College has taken the position that, provided sufficient private enterprise interest in College housing is secured, no residence construction will be included in Stage IV. Further information regarding this task is contained in SS.4.2

Goal

IS-5 General Administration and Logistical Services
Create an efficient network of purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

Tasks

IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Status Report 1990

Capacity and utilization systems continue to monitor all hardware and software use. DASD utilization required that we add two additional controllers and two additional 9335 disks to the Model 300 computer. These same figures required that we add one controller and one 9335 disk to the Model 600 computer. Card sets were also added to the Rolm 9000 switch. Training sessions on the telecommunications systems were conducted for employees throughout the year. Research was conducted concerning potential telecommunication system enhancements (i.e.) call processing, telephone registration, improved transmission technology, video communication systems, etc.)

IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Status Report 1990

The College continues to evaluate its affiliation with The Pennsylvania State University to provide expanded purchasing power to the College and take advantage of Penn State's in-house services. (i.e.) piggybacking on Penn State purchasing contracts to obtain better pricing.)

Shipping/Receiving established a more standardized route for deliveries which reduces the amount of travel time required.

IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Status Report 1990

The Susquehanna Room continued to grow during 1989/90: Serving over 400,000 customers. A new computerized cash register system has been installed. The menu cycle is routinely evaluated to determine those products most demanded by customers. A standardized specification process and a much-expanded bid process on food products has been implemented, improving the consistency and quality of product offerings.

The College Store has also continued to grow, projecting sales for 1989/90 to reach $1.27 million from $930,000 in 1988/89. During the year, the College Store implemented a credit card system, thereby permitting and promoting charge sales.

IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Status Report 1990

The Information Center, which has since then renamed User Services, continues to support all functional areas with regard to training, implementation, and ongoing support of all end deliverables developed by Computer Services. All faculty and staff, not on the System 38, were given user profiles and added to the System. They were given detailed training in the use of menus, security, sign-on procedures and password change procedures.

User Services provides ongoing support in the areas of office automation and access to the College data bases as the needs arise. Local area networking is an initiative that is still under review.

IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Status Report 1990

Procedures are in place to identify new employees to the User Services personnel. These new employees are automatically scheduled for sessions to update competencies on applications. All supporting labs, training materials and individual assistance continue to be available for all employees. These competencies are updated as the needs arise.

IS.5.6 The College will develop and implement a comprehensive administrative computer disaster and recovery program.

Status Report 1990

* By vote of the Long Range Planning Governance Committee and College Council, Task IS.5.6 was removed in 1989 from the list of active tasks as completed.

IS.5.7 The College will review and revise, as appropriate, the automated budgeting, accounting, research, and reporting systems to support administrative decision making.

Status Report 1990

The following support systems were completed during 1989/90:

- Revised/enhanced Susquehanna Room point-of-sale system
- College Store retail management and point-of-sale system and recommendation

- Fixed asset accounting system recommendation
- Billing/Accounts Receivable system
- Block scheduling system
- Media inventory system
- Susquehanna Room sales analysis reports
- Lawson human resources information system update
- The Williamsport Area Community College to Pennsylvania College of Technology transition system
- All additional User Services requests have been logged, scheduled and completed

Other accomplishments during 1989/90 include:

1. Implemented new releases of general ledger and accounts payable software updates.
2. Development of revised chart of accounts in response to new affiliate status.
3. Completed development of on-line leave accrual system.
4. Developed and implemented use of credit cards in College Store.

IS.5.8 The College will evaluate cost implications and tuition and fees associated with nontraditional educational experiences.

Status Report 1990

With the shift from Williamsport Area Community College to Pennsylvania College of Technology, the 1990/91 budget development process required close review of the feasibility and cost implications of nontraditional experiences. As a result, Fire Science Training was transferred to other community colleges, Emergency Medical Service Training was discontinued, the majority of avocational non-credit courses were discontinued and transitioned to other providers in the areas, and other non-credit programming was transferred internally to the Technology Transfer Center and to credit instructional divisions. Continuing efforts will concentrate on implementing division-based non-credit programming and continued strengthening of the Technology Transfer Center.

IS.5.9 The College will enhance the scheduling, billing, registration, and reporting support systems.

Status Report 1990

Several changes were made in the scheduling system during this academic year. Fall scheduling was accomplished at the division level and completed schedules were forwarded to Records Office for processing. This eliminated the need for students standing in line and resulted in a substantially higher proportion of students being scheduled in a shorter period of time. It was perceived that most scheduling difficulties were able to be resolved at the Records' level, and that student inconvenience was minimized. In addition, an automated scheduling process was developed and implemented for new students.

The efficiency and effectiveness of the Late Registration process was substantially enhanced for both Fall and Spring semesters. This was accomplished primarily through traffic management, staff development, and administrative streamlining of the process.

Each year the College uses the telephone intervention system in order to provide assistance for students who are scheduled but not registered following Late Registration. Because of the efficiencies in the billing and registration process, the number of students dealt with through this telephone process each year continues to diminish.

Goal

IS-6* Quality Assurance
To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in Higher Education - standards for accreditation."

Tasks

IS.6.1* The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure re-accreditation.

Status Report 1990

The President appointed a Steering Committee, composed of faculty, administrators, community and board members and students, to conduct the self-study. The Steering Committee began to organize and outline the self-study process and activities.

* This goal and task were approved by a vote of Long Range Planning Committee on May 8, 1990 and are subject to approval by College Council.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, and cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate.

Goal

PS-1 Technical Consultation
Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

Tasks

PS.1.1 The College will evaluate requests for technical consultation and off-campus service projects on an annual basis.

Status Report 1990

The Technology Transfer Center has systematically evaluated and responded to requests from business and industry for technical consultations. Campus projects continue to be reviewed at the division level.

PS.1.2 The College will perform projects as deemed instructionally valid.

Status Report 1990

Instructional projects supporting student learning and benefitting the College have continued to be implemented.

Off-campus projects undertaken by instructional divisions in the year have included the following:

Transportation Technology students--changed an engine and performed annual inspection for the Civil Air Patrol; painted van for West End Alliance Church; overhauled transmissions for Stroehmann, and Nau & Thompson.

Construction Technology students--constructed two masonry block dugouts for Jersey Shore Little League; built room addition for Jersey Shore Lions Club; remodeled house on Vine Avenue for Lycoming Housing Development Corporation.

PS.1.3 The College will participate in on-campus projects as deemed instructionally valid.

Status Report 1990

On-campus projects were completed in the following areas:

Graphics Communications students--production of office forms, memo pads, mailers, letterhead, posters, Coping Program brochures, and certificates of recognition.

Natural Resources Management students--graded, undercut and spread material for service roads throughout campus; landscaped art sculpture in Lifelong Education courtyard; provided weekly centerpieces to the student-operated restaurant; rebuilt steps leading to entrance of the sawmill; overseeded lawn area at Earth Science Center; pruned shrubs and bushes around Building Trades Center; pruned trees on main campus and at Earth Science Center.

Construction Technology students--prepared concrete foundations for satellite dishes; built shelving for electronics storeroom; built display cases for Metal Trades Center; installed lighting for architectural computer lab; air conditioned BTC 118, 120, 116; prepared bookshelves and computer table for the LRC; installed outlets in architectural studio; installed outlets in basic motor control labs; rewired HVAC heating lab; renovated College marketing van; added to the BTC masonry loading dock; constructed heavy equipment shed for Earth Science Center; built shelf and computer stand for the Media Center; rebuilt sawmill foundation support and sawdust bin at Earth Science Center.

Parkes Vocational students--felled trees and cleared roadway for Morgan Valley site; installed lights in sawmill and rewired 54 outlets and drop cords in secondary and postsecondary carpentry shops; maintained and repaired ground equipment for Earth Science campus; constructed shelves and cabinets for storage room in auto mechanics; prepared floor plan for new bookstore; prepared blueprints for estimating class; prepared signs for various College activities.

PS.1.4 The College will summarize activities on an annual basis to optimize public relations value.

Status Report 1990

The College's 1988-89 annual report was substantially upgraded as part of an overall strategy to upscale the institutional image. Full color has been incorporated in the College's primary publications, and professional photography is being heavily used for the first time. All publications intended for external consumption have been upgraded and revised to reflect the Penn State affiliation.

PS.1.5 The College will develop a mechanism for evaluating public requests for College services.

Status Report 1990

Regular systematic approaches for instructional divisions and for Technology Transfer Center are in place and operational.

The Technology Transfer Center has handled 33 requests from business and industry for projects and 54 requests from business and industry for training. Each request receives a systemized and centralized review to assess the instructional value of specific activities. Activities that enrich the instructional program and develop equipment and/or expertise which ultimately benefit the mainstream instructional program students are given the highest priority.

PS.1.6 The College will identify the appropriate scope of service to business and industry in relation to the College mission statement.

Status Report 1990

The Technology Transfer Center and instructional divisions regularly review requests from business and industry, channel them through TTC and accept or reject projects in terms of their relation to available personnel, equipment and facility resources and assessment of impact on instructional programs.

PS.1.7 The College will write procedures and criteria for evaluating all requests for technical projects.

Status Report 1990

Procedures are in place for Technology Transfer Center review of requests.

Goal

PS-2 Enrichment Programming
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and the community.

Tasks

PS.2.1 The College will provide programming that enriches the academic and personal development of the student body and community residents.

Status Report 1990

Action for this task is covered in PS.2.2 and 2.4.

PS.2.2 The College will expand the entertainment opportunities for community residents.

Status Report 1990

The College's Performing Artist Series was comprised of seven events and attracted nearly 7,500 participants. Included were three Broadway shows; Mame, Nunsense, and Dream Girls; a performance by the Tulsa Ballet; a concert by the Pittsburgh Symphony; an appearance by pianist, political satirist Mark Russell; and a closing concert by Peter Nero.

Special events included a two-day residency by Leon Bates, a one-day residence by the Audubon Quarter, and three family programs. The Pennsylvania College of Technology Foundation and WVIA-TV also sponsored Judy Collins. A Pennsylvania author series bought five authors to the Williamsport and North Campus locations for a total of ten readings and ten workshops. Further action regarding this task is contained in PS.2.4.

The College has committed to purchase and renovate the Capitol Theater into a community arts center.

* By vote of the Long Range Planning Governance Committee and College Council, Task PS.2.2 was removed in January 1990 from the list of active tasks and requires routine maintenance.

PS.2.3 The College will develop community patronage for the College Performing Artist Series.

Status Report 1990

A total of 409 patrons supported the College's Performing Artist Series. Co-sponsorship arrangements were made with WVIA-TV (Mark Russell, Judy Collins), the Williamsport Symphony (Peter Nero), and Lycoming College (Pittsburgh Symphony).

External funding for all College performing arts totaled $18,800 from local state and federal competitive arts grants. A $30,000 operations grant was secured from the Williamsport Foundation.

* By vote of the Long Range Planning Governance Committee and College Council, Task PS.2.3 was removed in 1989 from the list of active tasks and requires routine maintenance.

PS.2.4 The College will continue to develop and promote the Women's Series and Children's Series as well as take advantage of other programming opportunities that arise.

Status Report 1990

The Women's Series included six events and involved non-credit courses and book reviews sponsored in cooperation with the Integrated Studies Division. There were a total of seven workshops provided by the authors, two of which were targeted for children. A total of 1,400 persons participated in the Women's Series events during the past academic year. Children's programming at the Williamsport and North Campus included six events and seven workshops attracting over 2,650 participants.

* By vote of the Long Range Planning Governance Committee and College Council, Task PS.2.4 was removed in January 1990 from the list of active tasks and requires routine maintenance.

Pennsylvania College of Technology

Board of Directors

Dr. John A. Brighton
The Honorable Alvin C. Bush
The Honorable J. Doyle Corman
Mr. William D. Davis
Mr. Steve A. Garban
Dr. Richard E. Grubb
Ms. Carol Herrmann
Dr. C. Gregory Knight
Mrs. Kathryn W. Lumley
The Honorable Ted Stuban

Dr. Robert L. Breuder, President
Pennsylvania College of Technology

The Pennsylvania College of Technology does not discriminate on the basis of age, sex, handicap, race, religion, creed, national origin, veteran status, or political affiliation. Student inquiries concerning Title VI, IX, and Section 504 compliance should be directed to the Title VI, IX, and Section 504 Coordinator, Lawrence W. Emery, Jr., Room 157-F, LRC, Pennsylvania College of Technology, One College Avenue, Williamsport, PA, 17701-5799, (717) 327-4765, or to the Director of the Office of Civil Rights, Department of Education, Office of Civil Rights, Washington DC 20201.

ERIC Clearinghouse for
Junior Colleges JUL 19 1990